|  |
| --- |
| **Grade 5****Unit Overview*****Literary Essay: Opening Texts and Seeing More*** |
| **Focus Teaching Points** | * Studying essays to learn more about the genre
* Generating ideas by reading more closely
* Crafting thesis statements
* Supporting claims with mini-stories
* Planning essay drafts with rehearsal and checklists
* Using writing to grow ideas about texts
* Closely studying characters as they face trouble to grow ideas for literary essays
* Strengthening thesis statements by closely rereading the text to find evidence
* Supporting ideas by selecting quotes from a text and elaborating on the ideas in the quotes
* Supporting essay ideas by analyzing the author’s craft
* Crafting powerful introductions and conclusions to engage the reader
* Paying careful attention to grammar and convention rules to make essays clear and effective
* Sharing essays with a wider audience to celebrate new analytical writing skills
* Transferring tools and strategies for writing literary essays to other types of opinion texts
* Sorting and ranking supports and evidence to best convince an audience of a claim
* Drafting strong essays by drawing on all past learning about opinion writing
* Strengthening writing by using checklists to assess growth and setting goals
* Celebrating expert knowledge by sharing with others
 |
| **Key CCSS Standards** | ***Writing Standards******(W)**** *1, 1a-d, 3, 3a-d, 4, 5, 6, 7, 8, 9, 9a-b, 10*

***Language Standards (L)**** *1, 1a-e, 2, 2a-e, 3, 3a-b*
 |
| **Bends in the Road** | * Crafting a literary essay around a shared text
* Lifting the level of interpretive essay (and writing one from start to finish)
* Writing for transfer: carrying what you know about literary essay across your day, your reading, your life
 |
| **Recommended Professional Resource(s) to Guide Instruction** | * *Literary Essay: Opening Texts and Seeing More* by Katie Clements and Mike Ochs, along with the [heinemann.com](http://www.heinemann.com) resources. You will need to register this resource separately from the other units. See page xii of the “Welcome to the Unit” section of this resource.
 |
| **Recommended Anchor/Mentor Texts** | * Use short narrative texts used during class read-alouds as models from which to develop literary essays. The unit particularly suggests:
	+ “Shells” from *Every Living Thing* by Cynthia Rylant
	+ *One Green Apple* by Eve Bunting
	+ *The Stranded Whale* by Jane Yolen
	+ *Marshfield Dreams* by Ralph Fletcher, particularly “Attack,” “Last Kiss,” “A Pox upon Us All,” “Scuttlebutt,” and “Tea Rock Lane.”

Also:* + *Something Beautiful* by Sharon Dennis Wyeth
	+ *Crow Call* by Lois Lowry
	+ *More Stories Julian Tells* by Ann Cameron
	+ *Baseball in April and Other Stories* by Gary Soto
	+ *My Rotten Red-Headed Older Brother* by Patricia Polacco
* Find text excerpts and video links to support this unit, as well as samples of student essays, on the online resources found at [heinemann.com](http://www.heinemann.com).
 |
| **Tips to Consider** | * *Literary Essays* is a sophisticated and in-depth unit that aligns nicely with *Fantasy Book Clubs* in Reading Workshop. As your students read more deeply, paying close attention to characters, theme and author’s craft, they are doing the thinking work at the foundation of this *Literary Essay* unit. This unit incorporates many of the same teaching points from last year’s e-doc, but the sessions are more developed. While the e-doc gears literary essays toward test preparation, this resource slows down the process of selecting ideas, drafting and revising. The shift in pace allows for greater depth of understanding.
* As with every unit, we highly recommend that you read the first brief section entitled, “Welcome to the Unit” to understand the goals and expectations for this unit and to get a sense of the unit as a whole (see pages vi – xii).
* This unit begins by guiding students in writing a literary essay around a shared text. The first session focuses on a common topic and in the second session, you will introduce a digital text (find the link on the [www.heinemann.com](http://www.heinemann.com) resources for this unit). The students will use this digital text as the focus of their writing for the entire first bend. **This first bend should be brief, about a week from start to finish.** Not only does using digital text make the writing of literary essays accessible and engaging to students, but it is also important instruction in closely viewing to support interpretation, rather than viewing for entertainment.
* This first bend is meant to be fast-paced. You may feel as though you need to spend more time on each aspect (crafting thesis statements, supporting those statements, organizing the essay), but know that you will be revisiting these ideas in the second bend. In this bend, you are giving students a general idea of how this genre goes, building on the work they did last year as fourth graders in a similar unit. They will also be reminded about using checklists to assess their work and to rehearse before drafting.
* In Bend II, you will teach students to self-select texts to write off of. It is best if these are short, familiar texts (either read alouds or texts they read themselves earlier in the year). See the above suggestions in Recommended Anchor/Mentor Texts. Picture books that you read aloud during the year can be added to the choices. Students will write best off of texts they have had time to “dig into” as readers. You will want to be sure to reread these texts to students prior to Bend II. Regardless of which titles you choose to provide, you will want to limit the choices you offer to students to ensure that several students are studying the same text. You will also want to provide copies of the texts so they can annotate them. This will provide additional scaffolding for the rigor of this unit. This is also a similar structure to the fourth grade Literary Essay unit.
* In Bend III, you will introduce students to a small packet of opinion texts that are available to print and copy from the online resources. You will also provide students with opinion writing scenario cards that represent real-world ways students may need to use opinion writing (again these resources are available through the online resources). This gives you an opportunity to incorporate some test-type prompts to link the writing from this unit to their future standardized test (next-generation MCAS).
 |
| **Materials and Resources** | Each child: * Writer’s Notebook (preferably hard bound composition book that students personalize) divided into sections, such as: *Writing Ideas* (for lists, blob ideas, theme ideas), *Try It* (for minilesson exercises), *Writing* (this section could be labeled by genre or unit to house all the entries students write in a particular unit and from which students can select ideas to draft longer outside the notebook
* Writing folder for drafts and any reference materials (e.g. various memoir structures, author craft techniques, etc.)

Teacher:* Writer’s Notebook for modeling
* Teacher-generated writing for modeling

Anchor charts, co-constructed with students, that support brainstorming, generating ideas, drafting, revision, and editing strategies |
| **Assessment** | * We suggest you begin the unit with the [on-demand opinion writing assessment](http://ppsgrade5.weebly.com/assessment3.html) suggested on pages ix-x of the “Welcome to the Unit” section and on pages 2-3 of the unit.
* You can use this same assessment at the end of the unit, or use the students’ writing samples from the unit against the opinion writing rubrics, learning progressions, and checklists found on the [heinemann.com](http://www.heinemann.com) either under the Writing Pathways page of the original set of resources or on this particular unit’s resource link.
 |
| **Celebrations** | Students have two opportunities to celebrate their learning through this unit. * The first opportunity marks the culmination of their growth as literary essayists, as they share with a wider audience, either online or locally. See page 126 for more suggestions on this celebration.
* The second opportunity to celebrate highlights a particular area of expertise students feel they have developed in their work as essayists and opinion writers in general. These areas include, but are not limited to, growing big ideas, writing thesis statements, writing mini-stories, choosing really strong quotes, figuring out the authors’ moves, using the writing checklist, editing writing, writing quick speeches, editorials, and so on. Students develop a way to share this expert knowledge with third and fourth grade classes. See page 178 for more on this celebration.
 |